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Introduction

Even though new and innovative forms of assessment have been introduced essay writing remains a common feature in many psychology undergraduate programmes within the UK.

Better quality essays have been associated with those students that possess a good understanding of the assessment criteria (Harrington et al., 2003).

Furthermore, students read tutors feedback to varying degrees (Gibbs et al., 2002; Hyland, 2000).

There is broad agreement that students can only make use of feedback comments if they can understand and internalise the comments and are able to map the comments (either explicitly or intuitively) onto previous and future pieces of work (Ivanic et al., 2000)

Workshop 1 ‘Mismatch Exercise’ (Norton et al., 2002)

Method

Participants

53 undergraduates elected to take part in the research. All students were enrolled on a final year developmental psychology module. 5 lecturers within the Department of Psychology

Procedure

• Students were required to consider ten criteria (as shown in Table 1) and to rank them in order of importance.
• Lecturers carried out the same exercise.

Workshop 2

The aim of this workshop was to engage students in thinking about how to apply marking criteria to sample essays. Students were provided with marking criteria (Norton et al., 2002) and asked to provide both a mark and feedback for three sample essays. This exercise was completed on Blackboard so students would be able to access the marks and feedback generated by all groups.

Results

Table 1: Mean rank for students and lecturers. (Students ranking are in blue, lecturers in red).

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Rank Students</th>
<th>Rank Lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer the question</td>
<td>1st</td>
<td>1st</td>
</tr>
<tr>
<td>Relevant information</td>
<td>2nd</td>
<td>4th</td>
</tr>
<tr>
<td>Argument</td>
<td>3rd</td>
<td>3rd</td>
</tr>
<tr>
<td>Structure/organisation</td>
<td>4th</td>
<td>7th</td>
</tr>
<tr>
<td>Understanding</td>
<td>5th</td>
<td>2nd</td>
</tr>
<tr>
<td>Evaluation</td>
<td>6th</td>
<td>5th</td>
</tr>
<tr>
<td>Content/knowledge</td>
<td>7th</td>
<td>6th</td>
</tr>
<tr>
<td>Wide reading</td>
<td>8th</td>
<td>9th</td>
</tr>
<tr>
<td>Presentation/style</td>
<td>9th</td>
<td>8th</td>
</tr>
<tr>
<td>English/spelling</td>
<td>10th</td>
<td>10th</td>
</tr>
</tbody>
</table>

Discussion

• These results mimic those of Norton et al (2002).
• Lecturers emphasise the importance of a deep approach (i.e. understanding) and students tend to focus on a surface approach (i.e. relevant information).

Discussion

Students found it relatively easy to mark the poorest essay, but their judgements were considerably more varied for both the 2:1 Class Essay and the 1st Class Essay.

References:


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